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ABSTRACT

The Conejo Valley (CA) Unified School District Educational Results Information System (ERIS), a generalized District master program assessment plan to obtain results information for decision-makers at all levels, has been developed. This plan establishes guidelines, evaluates the current status of the use of educational results information and establishes priorities for development of additional parts of the system. Important components of ERIS are: the annual test schedule; the linkage of planning and evaluation; the elements of both school and district Pupil Performance Profiles; the development of district, school and classroom pupil progress reports; and an analysis of the existing District Assessment Program. ERIS includes the following existing assessment programs: (1) California Assessment Program; (2) District Competency (Proficiency) Testing Program; (3) District Norm-Referenced Group Achievement Testing Program Comprehensive Test of Basic Skills (CTBS); (4) other norm-referenced achievement testing programs-- College Entrance Examination/ Advanced Placement Program (CEEB/APP), Preliminary Scholastic Aptitude Test (PSAT), Scholastic Aptitude Test (SAT), The California State University and College English Placement Test (EPT); (5) assessment related to the affective domain--School Attitude Measure (SAM), Substance Use Survey, Secondary Schools Guidance Needs Assessment; and (6) assessment related to the psychomotor domain--The Physical Performance Test for California (Revised). (Author/GK)

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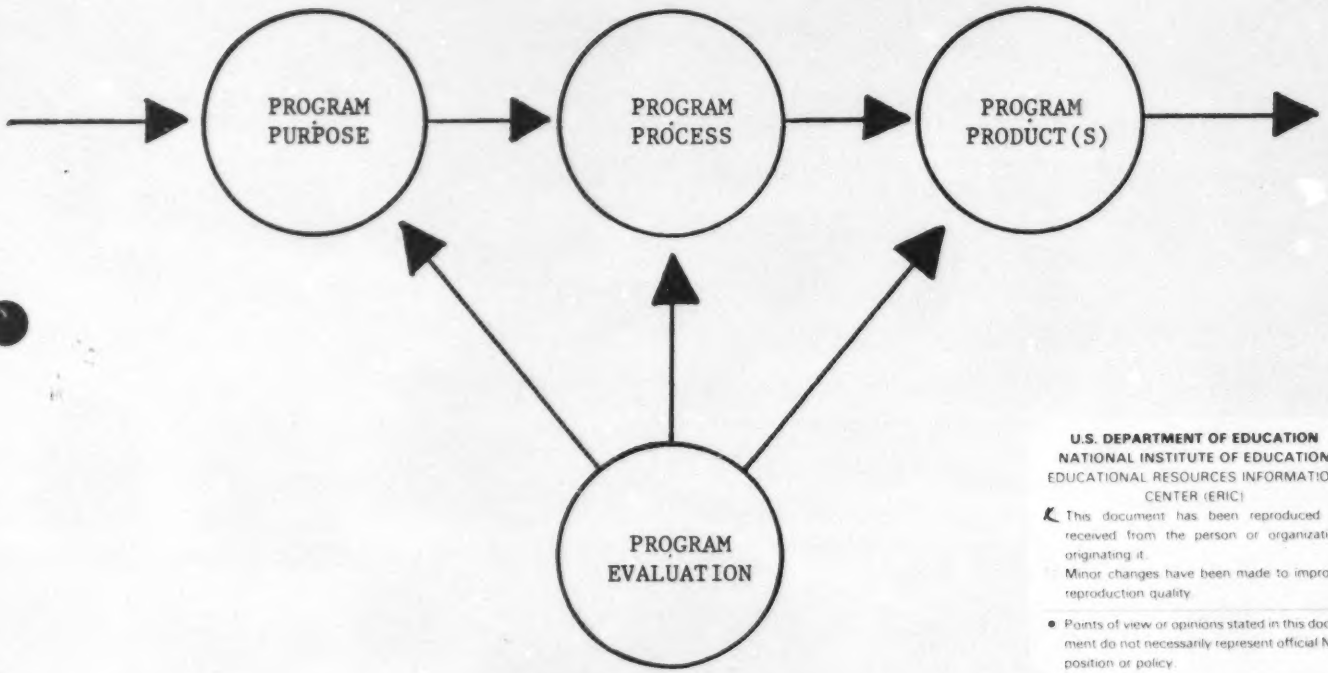
CONEJO VALLEY UNIFIED SCHOOL DISTRICT

MASTER PLAN

for an

EDUCATIONAL RESULTS INFORMATION SYSTEM



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February 1982

FORWARD

Measuring student performance helps us improve it. Professionals need accurate, timely information about the results of their efforts. Without knowledge of the effects of instruction, teaching decisions become guesses. Informed choices about teaching methods and materials lead to better student performance and to more harmonious and professional behavior from educators.

This blueprint for an educational measurement system emphasizes four approaches:

1. Getting accurate information to teachers, administrators and the Board in a timely fashion.
2. Making the information clear enough to be readily understood.
3. Linking the analysis of test data to planning and action.
4. Developing measures not only for academic performance, but also for affective and psycho-motor skills.

The system for educational results will be gradually unfolding over the next three years. During that time, there will be regular opportunities for educators and the Board to influence its development. We welcome your suggestions for improving it.

Sincerely,

Thomas C. Boysen

Thomas C. Boysen
Superintendent

TCB:saf

"WE ARE AN AFFIRMATIVE ACTION – EQUAL OPPORTUNITY EMPLOYER"

PREFACE

The Conejo Valley Unified School District Educational Results Information System (ERIS), a generalized District master program assessment plan to obtain results information for decision-makers at all levels, has been developed. This plan establishes guidelines, evaluates the current status of the use of educational results information and establishes priorities for development of additional parts of the system.

Important components of ERIS are: 1) the annual test schedule, 2) the linkage of planning and evaluation, 3) the elements of both school and district Pupil Performance Profiles, 4) the development of district, school and classroom pupil progress reports and 5) an analysis of the existing District Assessment Program.

ERIS includes the following existing assessment programs:

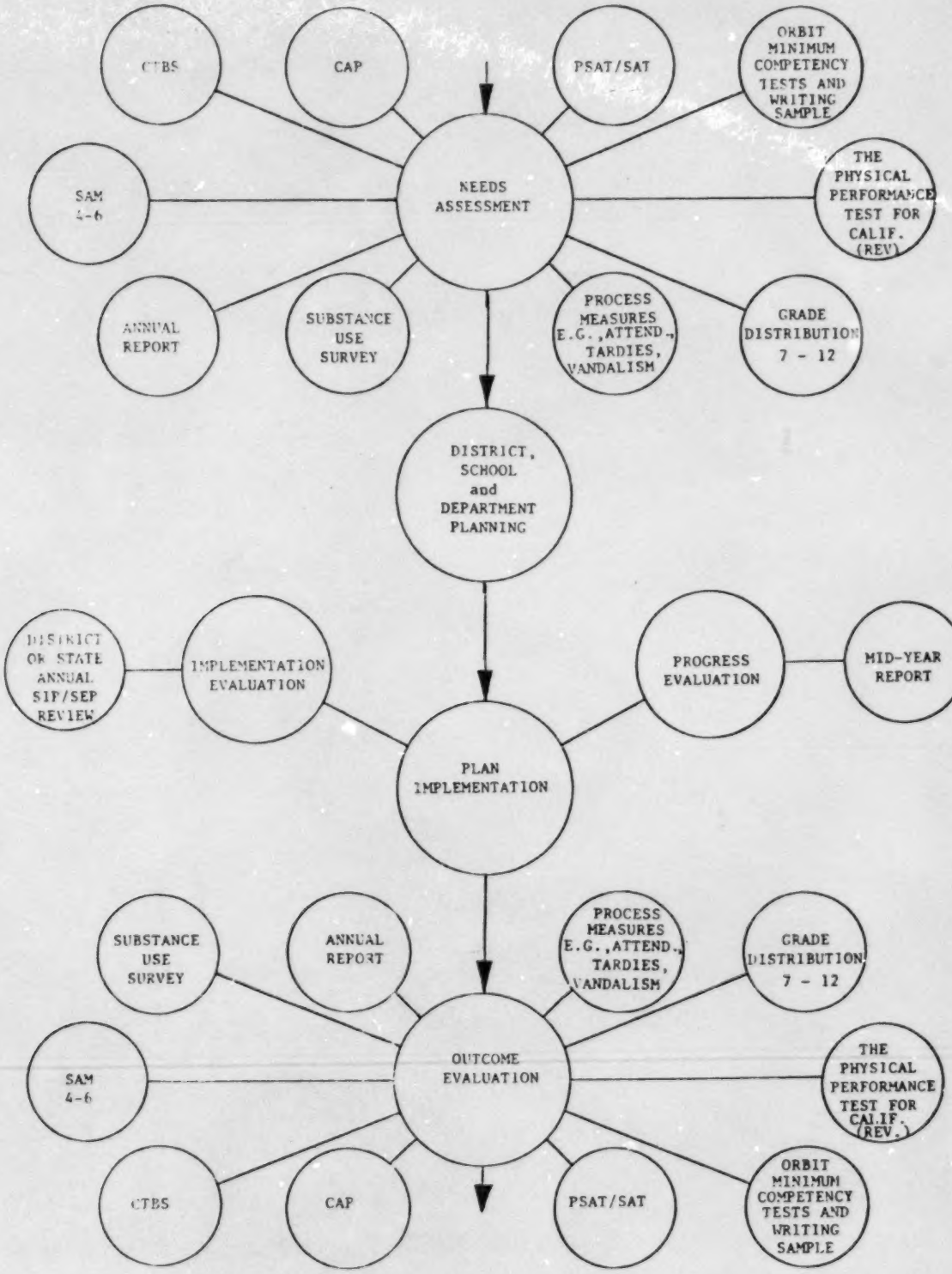
1. California Assessment Program
2. District Competency (Proficiency) Testing Program
3. District Norm-Referenced Group Achievement Testing Program
   Comprehensive Test of Basic Skills (CTBS)
4. Other Norm-Referenced Achievement Testing Programs
   a. College Entrance Examination/
      Advanced Placement Program (CEEB/APP)
   b. Preliminary Scholastic Aptitude Test (PSAT)
   c. Scholastic Aptitude Test (SAT)
   d. The California State University and College English
      Placement Test (EPT)
5. Assessment related to the Affective Domain:
   a. School Attitude Measure (SAM)
   b. Substance Use Survey
   c. Secondary Schools Guidance Needs Assessment
6. Assessment related to the Psychomotor Domain:
   The Physical Performance Test for California (Revised)

The relationship of the District assessment program to the District planning and evaluation process is shown in figure 1 on the following page.

Dorothy G. Maloney

Dorothy G. Maloney, Director
Research, Planning & Assessment

OVERVIEW OF THE DISTRICT EDUCATIONAL EVALUATION PROCESS



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EDUCATIONAL RESULTS INFORMATION SYSTEM

1.0 INTRODUCTION

This paper is a blueprint for a system of evaluating educational results in the Conejo Valley Unified School District. By knowing the outline of the overall evaluation system, each of the parts may be developed efficiently and harmoniously. Therefore, this paper will also set out the steps to be developed over the next three years.

Information on the District system for evaluating individual student performance for placement in special education programs and other purposes are covered under the District plan for Special Education developed by Special Services and information on student self assessment on interest surveys is covered under the Individual Career Life Plan developed by the Instruction Department.

The District Management System described in a companion paper asserts that the best way to improve student performance is to measure it, determine where the improvement is needed (needs assessment), establish priorities of concentration, set objectives, develop strategies and activities, implement and monitor the activities and evaluate the results. This familiar planning approach depends heavily upon good evaluation information. The degree that the District can provide accurate, timely, student result information to its decision-makers (teacher, administrator, board member) determines the degree that the basis for improved learning will be established.

The Office of Research, Planning and Assessment commenced functioning in March, 1981. Since that time, the following accomplishments have occurred:

1. Identification of CTBS/U as the District's standardized achievement test for grades 1 through 11.
2. Establishment of district-wide testing procedures for Special Education and LEP students during achievement testing.
3. Development of a test manual for schools, to assist them in testing procedures.
4. Results analysis, by school and district, of The Physical Performance Test for California (Revised).
5. Implementation of the Writing Sample for students in grades 4,6,8 and 9.
6. Development and dissemination of the Writing Sample Handbook, for teachers and administrators at the elementary and secondary grades.
7. Administration of the School Attitude Measure to students in grades 4 through 6, at each elementary school in the District.
8. Development of the District Pupil Performance Profile for fall, 1981, and presentation of this information to the Board of Education in November, 1981.
9. Development and distribution of the Pupil Performance Profile for each school in the District, reflecting the results information for that school.
10. Development and dissemination of the CTBS Test Item Skill Analysis by Level and Category Objectives Handbook for teachers in grades K - 11.
11. Review of the District's minimum competency (proficiency) program, by an external committee, to identify improvement needs.
12. Joint preparation and application, by the District and the Center for the Study of Evaluation, UCLA, of an N.I.E. grant, entitled, Developing A Teachers' Handbook for Integrating Classroom Testing and Instruction.

2.0 APPROACH

An aggressive search for local school district assessment systems that could be adopted for use in the Conejo has been carried out without much success. Many districts have important elements of a system but none seem to have developed the pieces within an overall vision of what a complete system would be. This conclusion about what is "out there" to import and use has been confirmed by a number of experts in the field and by participation in several national conferences on the subject.

A prudent course appears to be to develop a local evaluation system using existing assessment instruments wherever possible. As the evaluation results are used effectively to improve student performance, expansion of ERIS would be justified. Insofar as it is possible to fund portions of developmental costs out of special project funds, that will be done.

3.0 PURPOSE

In order to enhance the quality of decisions, a generalized program assessment plan to obtain results information for decision-makers at all levels has been developed. Possible uses of results information are:

3.1 For the individual student:
To ensure that educators have the diagnostic tools to plan instruction appropriate for individuals and groups.

3.2 For programs, grade levels and classrooms:
To ensure that educators have sufficient result information to determine the efficiency of various instructional strategies.

3.3 For schools and the School District:
To ensure that educators, the Board and the community have enough result information to evaluate the success of the School District.

4.0 GUIDELINES FOR DEVELOPING THE ERIS

4.1 ERIS shall be closely related to the District Philosophy (appendix 1) and District Goals and Terminal Objectives of the Instructional Program (appendix 2).

4.2 It is believed that tests available from companies and other districts will be appropriate to measure progress on most goals and objectives.

4.3 Priority in developing ERIS shall be given to cognitive skills, especially reading, language, and mathematics; and to study skills.

4.4 Students already take a number of tests (CTBS, CAP, SAT, The Physical Performance Test for California, etc.). Every effort shall be made to make full use of existing test results and to minimize the amount of time taken to test students.

4.5 ERIS shall be closely tied to the Management by Objectives system which includes SEP and SIP. This can be accomplished by producing each year prior to needs assessment, a profile of student performance at each school and for the District.

4.6 ERIS shall develop a process of comparing the District and schools to a like-population of students to determine the relative effectiveness of the Conejo Valley Unified School District's instructional program.

4.7 The cost effectiveness of ERIS shall be monitored each year with an eye to supporting only the evaluation elements that are used to produce better results. Each major program element (CTBS, basic competencies, etc.) shall have a separate program budget.

4.8 ERIS shall be evaluated extensively once every two years. This "audit" of ERIS shall test its accuracy and reliability just as a financial audit examines accounting procedures.

4.9 Special funding, public and private, shall be sought to develop essential system elements that cannot be locally funded.

4.10 Evaluation reports shall be organized to report result information by educational unit: the student, the classroom, the grade level, the school, and the District.

4.11 Staff Development, including educator training in test development, will be provided.

4.12 Comprehensive, efficient, and timely means of data collection, processing, and report distribution shall be developed.

4.13 The following are uses of ERIS:

- 4.13.1 Aid in making decisions about continuing, expanding or deleting programs;
- 4.13.2 Identify needed changes in program operation;
- 4.13.3 Identify unanticipated results or outcomes of the program;
- 4.13.4 Provide a factual basis for recognizing excellence of program achievement;
- 4.13.5 Communicate about the effectiveness of school programs to members of the school community; and
- 4.13.6 Provide a basis for establishing priorities for budgeting.

4.14 The following significant assessments of affective results shall be continued:

- 4.14.1 Substance Use - Grades 6, 7, 9, 11
- 4.14.2 School Attitude Measure (SAM)
- 4.14.3 Secondary Schools Guidance Needs Assessment

5.0 CURRENT STATUS OF ERIS

The chart in attachment 3 shows the degree to which evaluation elements exist for key District goals for students. The key findings of the chart are:

5.1 Results information is available in the basic skills of reading, written language and math, grades 1-12.

5.2 Results information in the areas of science and social studies should be available district-wide in at least grades 3-11.

5.3 The schools need to develop effective means of assessing goals where district results information is not available.

6.0 ANNUAL TEST SCHEDULE

6.1 California Assessment Program - Entry Level, Grade 1 - September.
Survey of Basic Skills - Grades 3 and 6, April/May; Grade 12,December.

6.2 District Competency Tests:
Writing Sample - Grade 4, October.
Grades 6, 8 and 9, February/March.
ORBIT - Reading, Language and Math, Grades 6, 8, 9, 10 and 11
February/March; Grade 12, as needed for graduation.

6.3 CTBS Achievement Testing - Grades 1 - 11, April/May.

6.4 The Physical Performance Test for California (Revised) - Grades 5, 7 and 10, March.

6.5 School Attitude Measure - Grades 4 through 6 (optional in Grades 7 through 12), September/May.

6.6 Scholastic Aptitude Test - Grade 12, periodically during the school year, as scheduled by ETS.

6.7 Preliminary Scholastic Aptitude Test - October.

6.8 Advanced Placement Testing - Spring.

7.0 LINKAGE OF PLANNING AND EVALUATION

Month	Planning Step	Evaluation Documents
October/November	District Needs Assessment	Pupil performance profiles each school and district. SEP/SIP District Report. District End of Year Report.
November	District Performance Priorities	Pupil performance profiles each school and district. SEP/SIP District Report. District End of Year Report.
December/January	School Unit or Departmental Performance Priorities	Pupil performance profiles for specific school and district. Managers End of Year Report. District SEP/SIP review summary.
February	Written Objectives from each School Unit or Department	Pupil performance profiles for specific school and district. Managers End of Year Report. District SEP/SIP review summary.
March/June	Final Objectives written by each Unit and Operational Planning Completed (SEP/SIP Plans and Workplans)	Pupil performance profiles for specific school and district. Managers End of Year Report. District SEP/SIP review summary.

Month	Planning Step	Evaluation Activity
Ongoing during school year	Operational Execution of Time-Phased Action Steps	District SEP/SIP review. Managers Mid-year Report. School Profiles.
June/July	Year-End Review of MBO Accomplishments	Managers Annual Report. District Annual Report to the Board.

8.0 PUPIL PERFORMANCE PROFILE ELEMENTS

The purpose of this report, on each school and for the district, is to help focus the annual needs assessment or student outcomes. The contents of each Pupil Performance Profile will include:

8.1 Elementary School

8.1.1 CAP data-5 year summary by grade level showing expectancies,1981-82

8.1.2 CTBS -grades 1-6, 1981-82, Summary by grade level - comparison to demographic norms,1982-83
Kindergarten, 1982-83 (optional)
Social Studies and Science,grades 4-6,1982-83 (optional testing, May 1982)

8.1.3 Competency test-writing sample-grades 4 & 6, 1982-83

8.1.4 Substance Use Survey - grade 6, 1982-83

8.1.5 School Attitude Measure (SAM)-grades 4-6, 1981-82

8.1.6 The Physical Performance Test for California-grade 5, 1981-82

8.1.7 Summary of strengths and weaknesses by grade and school,1981-82

8.2 Intermediate School

8.2.1 CTBS -grades 7&8, 1981-82, Summary by grade level - comparison to demographic norms,1982-83
Social Studies and Science.1982-83 (optional testing, May 1982)

8.2.2 Writing Sample -grade 8, 1982-83

8.2.3 Substance Use Survey - grade 7, 1982-83

8.2.4 The Physical Performance Test for California-grade 7, 1981-82

8.2.5 Grade Distribution - grades 7&8, 1982-83

8.2.6 Attendance - grades 7&8, 1982-83

8.2.7 Summary of strengths and weaknesses by grade and school,1981-82

8.3 High School

8.3.1 CTBS -grades 9-11, 1981-82, Summary by grade level - comparison to demographic norms,1982-83
Social Studies and Science, 1982-83 (optional testing, May 1982)

8.3.2 CAP - grade 12, 1981-82

8.3.3 PSAT - grades 10 & 11, 1982-83

8.3.4 SAT - grade 12, 1981-82

8.3.5 Substance Use Survey - grades 9 & 11, 1981-82

8.3.6 The Physical Performance Test for California-grade 10, 1981-82

8.3.7 Grade Distribution - grades 9-12, 1982-83

8.3.8 Attendance - grades 9-12, 1982-83

8.3.9 Summary of strengths and weaknesses-by grade and school,1981-82

8.4 Special Education/Services

8.4.1 GATE - CTBS - grades 3-8, 1982-83

8.4.2 LEP - CTBS - grades 1-11, 1982-83

8.4.3 RESOURCE SPECIALIST PROGRAM - CTBS - grades 1-11, 1982-83

8.4.4 SPECIAL DAY CLASS - LEARNING HANDICAPPED (LH)- CTBS- grades 1-11, 1982-83

8.4.5 SPECIAL DAY CLASS - COMMUNICATIVELY HANDICAPPED (CH) - CTBS - grades 1-11, 1982-83

9.0 DISTRICT, SCHOOL AND CLASSROOM PUPIL PROGRESS REPORTS

9.1 Current Status:
Although some schools have done pre-testing and post-testing, there has been no system-wide effort to assess educational effectiveness by comparing the same group of students at the beginning and at the end of the school year.

9.2 Desired Outcome:
To report pupil progress each year by district, school and classroom.

9.3 Objectives:

9.3.1 To ensure that by June 10, 1983, a system that reports pupil progress each year, by district, school and classroom is developed.

9.3.2 To ensure that by June 10, 1983, principals receive a report on the progress by school and by classroom of pupils in the school.

10.0 EXISTING ASSESSMENT PROGRAM

10.1 CALIFORNIA ASSESSMENT PROGRAM

10.1.1 Current Status:
The California Assessment Program (CAP) is a mandated state effort to measure the progress of pupils in the California public schools. For this purpose, annual tests are given to children in grades one, three, six and twelve, at times specified by the State Department of Education. Matrix sampling is used to draw conclusions about California school children. In matrix sampling, each child takes only part of a much longer test. Matrix sampling makes it possible to have a wider variety of questions for each grade, thus testing the subject more completely. Yet, it does not test any child for too long a time.

10.1.2 Desired Outcome:
The California Assessment Program will provide broad educational results information in the basic skill areas that may be used to evaluate school programs in individual schools or school districts or in the entire state.

10.1.3 Goals:

10.1.3.1 To obtain information on how basic skill programs in the district compare to basic skill programs in similiar districts in California.

10.1.3.2 To use test results as a means of determining the effectiveness, over a period of time, of new programs or emphasis.

10.1.3.3 To draw staff attention, to create a sense of urgency and to permit concentration on areas of sub-standard performance by pupils.

10.1.3.4 To increase public awareness of problems and successes of school districts and individual schools and to develop a growing awareness of underlying reasons.

10.1.3.5 To make available, reference data for use in applications for grants and special program funds.

10.1.4 Objectives:

10.1.4.1 To ensure that annually, students, district-wide, in grades 1, 3, 6, and 12 are tested on the CAP within the guidelines established by the state and the results submitted to the state for scoring. (RPA)

10.1.4.2 To ensure that annually, district-wide CAP test results are reported at a regularly scheduled meeting of the School Board. (RPA)

10.1.4.3 To ensure that annually, CAP test results are included in the Pupil Performance Profiles for each school. (RPA)

10.1.4.4 To ensure that annually, principals review the results of the CAP with their staff. (Instruction)

10.1.4.5 To ensure that by December, 1982, principals provide teachers with an opportunity to understand the terms for each CAP skill area and the method of measuring each area. (Instruction)

10.1.4.6 To ensure that annually, the principal reports the CAP test results to the SSC. (Instruction)

10.1.4.7 To ensure that each school year the skills tested by the CAP are taught at the appropriate grade level. (Instruction)

10.2 DISTRICT COMPETENCY (Proficiency) TESTING PROGRAM

10.2.1 Current Status:

The state has mandated the establishment of standards of proficiency for graduation and the assessment of the progress of students toward meeting these proficiency standards. Assessment must occur at least once in grades four through six, once in grades seven through nine, and twice in grades ten through eleven. The local school district has the primary responsibility for the implementation of the pupil proficiency assessment. Local boards are required to define proficiencies in the basic skill areas, to assess student attainment periodically with reference to such proficiencies, and to provide counseling and supplementary instruction for those who fail to demonstrate adequate progress toward district adopted standards. There are five important educational and legal implications to be considered: 1) credible standards, 2) technical defensibility, 3) linkages among objectives, 4) curriculum and assessment, 5) possible bias and adequate notice.

The District plans to examine the current District Basic Competency Program and make recommendations regarding necessary changes. The State Department of Education Technical Assistance Team on Competency, has met twice with district representatives to assist in reviewing the current district competency requirements.

10.2.2 Desired Outcome:
The district competency tests will provide results information on the number of seniors in the district who have demonstrated minimum proficiency in reading, language skills (including a writing sample), and mathematics.

10.2.3 Goals:

10.2.3.1 To develop a district assessment program that gives students ample opportunity to pass district competency standards without over-testing students or interfering with existing instructional programs.

10.2.3.2 To assess the progress of students towards meeting competency standards.

10.2.3.3 To establish a clear linkage between Board adopted competencies, district curriculum, instructional objectives and the competency test.

10.2.4 Objectives:

10.2.4.1 To ensure that each year a linkage exists between the district instructional objectives and the district competency test. (Instruction and RPA)

10.2.4.2 To ensure that each year a clear linkage exists between the district curriculum and the district competency test. (Instruction and RPA)

10.2.4.3 To ensure that each year the supplementary instruction provided by the district, matches the objectives tested on the district competency test. (Instruction)

10.2.4.4 To ensure that each year the district competency test assesses the Board adopted minimum competencies for graduation. (RPA)

10.2.4.5 To ensure that each year the record keeping system for the competency test is consistent, meaningful and readily accessible. (RPA)

10.2.4.6 To ensure that by September, 1981, adequate test security is provided. (RPA)

10.2.4.7 To ensure that by January, 1983, parents and the community have an opportunity to be informed about the District Competency Program. (RPA)

10.2.4.8 To ensure that each year teachers, principals, counselors, students and parents have access to a written copy of Board adopted competencies, philosophy and objectives. (Instruction)

10.2.4.9 To ensure that by March, 1982, the writing sample has been administered to all fourth, sixth, eighth and ninth grade students as part of the competency requirement for graduation. (RPA)

10.2.4.10 To ensure that by June 1982, the entire District Competency Program has been reviewed and a plan for any modifications has been developed. (RPA)

10.2.4.11 To ensure that by October, 1982, a procedural handbook has been developed for the District Competency Program. (RPA)

10.2.4.12 To ensure that by December, 1982, a program for on-going inservice of competency requirements has been instituted. (Instruction)

10.2.4.13 To ensure that by September, 1982, there is on-going articulation of the competency requirements throughout all grades. (Instruction)

10.3 DISTRICT WIDE NORM-REFERENCED GROUP ACHIEVEMENT TESTING PROGRAM

Comprehensive Tests of Basic Skills (CTBS)

10.3.1 Current Status:

The district, in June 1981, mandated norm-referenced testing on CTBS/U for grades one (1) though eleven (11) in the spring of the school year.

This mandate was the result of a recommendation made by the District Steering Committee on Standardized Achievement Testing. This committee reviewed, prior to making their recommendation, all of the major group achievement tests currently on the market.

To guide the committee in their evaluation of group achievement assessment instruments, were the results of the Needs Assessment related to testing obtained from staff and parent/community representatives in May, 1981. The results of the Needs Assessment were made available to all participants, School Site Councils and staff members.

10.3.2 Desired Outcome:

10.3.2.1 To obtain an accurate, reliable picture of student achievement in the basic skill areas of reading, language and math for each student, each classroom, each grade level, each school and the district.

10.3.2.2 To obtain an accurate picture of student achievement in the reference skill area for grades 4-11.

10.3.2.3 To obtain an accurate picture of student progress in the science and social studies areas for grades 2-11.

10.3.3 Goals:

To ensure that the district measure, as accurately as possible, the district curriculum in the areas of reading, language, and math.

To identify exceptional (ups and downs) performance of students individually, by classroom, by grade level, by school and district.

10.3.4 Objectives:

10.3.4.1 To ensure that in the 1981-82 school year, grades 1 through 11 are tested twice, in the fall and in the spring, on the CTBS/U Achievement Test. (RPA)

10.3.4.2 To ensure that in the 1982-83 school year, and thereafter, students in grades K through 11 are tested in the spring on the CTBS/U or V. (RPA)

10.3.4.3 To ensure that by May 1982, demographic norms for CTBS/U have been developed for both the District and each school.

10.3.4.4 To ensure that by the 1983-84 school year, the CTBS/V be available as an alternate form for testing. (RPA)

10.3.4.5 To ensure that by September 1981, a clear, definitive policy has been developed as to which special education children are to be tested. (Special Services)

10.3.4.6 To ensure that by June 1982, students tested who are in special education classes, have the test results reported separately on school and district grade level reports. (RPA)

10.3.4.7 To ensure that by September 1981, a clear, definitive policy has been developed as to which Limited English Proficient (LEP) students are to be tested. (Special Services and RPA)

10.3.4.8 To ensure that by June 1982, students tested who have been designated as Limited English Proficient (LEP), have the test results reported separately on school and district grade level reports. (RPA)

10.3.4.9 To ensure that by June 1982, students who have been designated as GATE have the test results reported separately on school and district grade level reports. (RPA)

10.3.4.10 To ensure that annually, students who have been designated as Title I have the test results reported by student, in accordance with district, state and federal requirements. (RPA)

10.3.4.11 To ensure that each school year, the skills tested by the CTBS are taught at the appropriate grade level. (Instruction)

10.3.4.12 To ensure that by January 1983, a decision is made as to whether kindergarten students at each elementary school will be tested on the CTBS. (RPA)

10.3.4.13 To ensure that by June 1982, all principals and secondary assistant principals/head counselors have had an opportunity to attend a district inservice on the CTBS/U Achievement Series. (RPA)

10.3.4.14 To ensure that by June 1982, a pilot has been conducted, at the elementary and secondary level, testing students on the science and social studies sub-tests. (RPA)

10.3.4.15 To ensure that by January 1983, a decision has been made on testing students in grades 4-11 on the science and social studies sub-tests of the CTBS. (Instruction and RPA)

10.3.4.16 To ensure that by June 1982, a parent information meeting is held through DAC/PFA/PTA, to present the District achievement testing program. (RPA)

10.3.4.17 To ensure that annually, a report is made to the Board of Education on the results of the District achievement testing program. (RPA)

10.4 OTHER NORM-REFERENCED ACHIEVEMENT TESTING PROGRAMS

10.4.1 Current Status:
In grades 9-12, the curriculum becomes highly differentiated and testing has been extended to permit performance indicators for students who have already mastered basic skills. This program needs to be expanded and strengthened.

10.4.2 COLLEGE ENTRANCE EXAMINATION BOARD/ADVANCED PLACEMENT PROGRAM (CEEB/AAP)

10.4.2.1 Desired Outcome:

10.4.2.1.1 To evaluate the effectiveness of the high school advanced placement programs.

10.4.2.2 Goal:

10.4.2.2.1 To evaluate the success of interested students who have participated in advanced placement classes in high school, by the number and pass-level, of students who passed the advanced placement exams.

10.4.2.3 Objectives:

10.4.2.3.1 To ensure that results from the annual report published by CEEB of student performance on the advanced placement examination, be shared with the principal of each participating school. (RPA)

10.4.2.3.2 To ensure that results from the annual report, published by CEEB, of student performance by area and by school, are made available to the staff teaching advanced placement courses by the principal. (Instruction)

10.4.3 PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT)

10.4.3.1 Desired Outcome:

10.4.3.1.1 To obtain results information on college-bound students in the Conejo Valley Unified School District.

10.4.3.2 Goal:

10.4.3.2.1 To ensure that all students planning education beyond high school have an opportunity during their 11th grade year, to obtain results information on their performance on the PSAT/NNSQT.

10.4.3.3. Objectives:

10.4.3.3.1 To ensure that each school year, high schools are informed and have an opportunity to inform students on the PSAT assessment program and assessment calendar. (RPA)

10.4.3.3.2 To ensure that each school year, the PSAT is administered at each high school. (RPA)

10.4.3.3.3 To ensure that each school year, trained proctors are provided to administer the PSAT at each high school. (RPA)

10.4.4 SCHOLASTIC APTITUDE TEST (SAT)

10.4.4.1 Desired Outcome:

10.4.4.1.1 To obtain results information on college-bound students in the Conejo Valley Unified School District.

10.4.4.2 Goal:

10.4.4.2.1 To develop a profile on college-bound seniors in the Conejo Valley Unified School District, compared to those in the nation.

10.4.4.3 Objectives:

10.4.4.3.1 To ensure that each school year, high schools are informed and have an opportunity to inform students on the SAT assessment program and calendar for assessment. (RPA)

10.4.4.3.2 To ensure that annually, the results of the SAT are summarized and performance reviewed as compared to previous years. (RPA)

10.4.4.3.3 To ensure that annually, the results of the SAT on college-bound students in the Conejo, are presented to the School Board. (RPA)

10.4.4.3.4 To ensure that annually, the results of the SAT on college-bound students, is made available to the high school principals. (RPA)

10.4.5 THE CALIFORNIA STATE UNIVERSITY and COLLEGES ENGLISH PLACEMENT TEST (EPT)

10.4.5.1 Desired Outcome:

10.4.5.1.1 To determine from results information, whether students have developed the fundamental writing skills which they will need to participate effectively in a collegiate program.

10.4.5.2 Goal:

10.4.5.2.1 To obtain results information on the strengths and weaknesses in the basic skill of student writing, and, to a limited extent reading, of Conejo graduates who attend school in the California State University and college system.

10.4.5.3 Objectives:

10.4.5.3.1 To ensure that each year high school principals are provided with feedback on the results of high school graduates on the English Placement Test. (RPA)

10.4.5.3.2 To ensure that each year Instruction is provided with feedback on the result of high school graduates on the English Placement Test. (RPA)

10.5 ASSESSMENT RELATED TO DIFFERENTIATED CURRICULUM

10.5.1 Current Status:
In grades 7-12, the curriculum becomes increasingly differentiated and much of the testing needs to be highly specialized and related to specific course content.

10.5.2 Desired Outcome:
To accurately assess the district-wide achievement of students in all academic subjects.

10.5.3 Goal:
To evaluate the success of students who have completed a course in such specialized subjects as Algebra 1, Geometry and Algebra 2.

10.5.3.1 Objectives:
To ensure that each year, students enrolled in Algebra 1, Geometry and Algebra 2 are administered an end of course district-wide test in Algebra 1, Geometry and Algebra 2. (Instruction)

10.5.3.2 To ensure that by June 1983, a reading test related to one or more reading courses at the secondary level has been developed and implemented. (Instruction)

10.5.3.3 To ensure that by June 1984, a social science test related to one or more social science courses at the secondary level has been developed and implemented. (Instruction)

10.6 ASSESSMENT RELATED TO THE AFFECTIVE DOMAIN TESTING PROGRAM

10.6.1 School Attitude Measure (SAM)

10.6.1.1 Current Status:
The District has done only limited measurement in the affective area. All elementary schools in grade 4-6 and several secondary schools are piloting the School Attitude Measure. Results information is reported on the following 5 attitude scales:

1. Motivation for Schooling
2. Academic Self-Concept - Performance Based
3. Academic Self-Concept - Reference Based
4. Sense of Control over Performance
5. Instructional Mastery

10.6.1.2 Desired Outcomes:

10.6.1.2.1 To obtain results information of students' affective response to their school experience.

10.6.1.2.2 To examine the students' perception of themselves as competent learners, in order to better understand, the performance of students in the school environment.

10.6.1.3 Objectives:

10.6.1.3.1 To ensure that by June 1982, principals of elementary schools and principals (or their representatives) of secondary schools, are trained in the administration and interpretation of the results of SAM. (RPA)

10.6.1.3.2 To ensure that by November 1981, an individual student profile form for grades 4-12 is developed and made available to schools through the District warehouse. (RPA)

10.6.1.3.3 To ensure that elementary principals receive results information for grades 4-6. (RPA)

10.6.1.3.4 To ensure that by June 1982, feedback is obtained from schools that administered SAM, as to the value of the information obtained and to determine if the survey will become an ongoing part of the District testing program. (Instruction and RPA)

10.6.2 Substance Use Survey

10.6.2.1 Current Status:
A survey designed to determine the substance use among students in the Conejo Valley Unified School District was developed for the district by Rodney Skager, Professor, Graduate School of Education, U.C.L.A. Dr. Skager used substance questions that had been developed in an indepth study of substance use among adolescents sponsored by the U. S. Public Health Services. The survey was administered to samples of students in grades 7, 9 and 11 during the spring of 1981. The results of the initial survey will provide a baseline against which future surveys, of the same type, can be compared.

10.6.2.2 Desired Outcome:
10.6.2.2.1 To assess, through results, the type and intensity of alcohol and other drug use among school students.

10.6.2.2.2 To assess attitudes, perceptions, and experiences of students which may relate to substance use.

10.6.2.3 Goal:
10.6.2.3.1 To obtain results information that can monitor trends in substance use among students and be applied to the evaluation of drug education programs or other kinds of activities.

10.6.2.4 Objectives:
10.6.2.4.1 To ensure that annually, a sampling of students in grades 6, 7, 9 and 11, are surveyed on a substance use questionnaire. (RPA)

10.6.2.4.2 To ensure that annually, the survey findings are reported to the School Board. (RPA)

10.6.2.4.3 To ensure that annually, principals are provided with the results of the survey. (RPA)

10.6.3 Secondary Schools Guidance Needs Assessment

10.6.3.1 Current Status:
The District established, in the fall of 1980, a Guidance Committee to develop a comprehensive plan for guidance services. The committee developed and administered a survey to determine desired guidance services and current performance. This needs assessment was conducted in the spring. The guidance survey was administered, at each secondary school in the District, to a random sampling of students in grades 7 through 12, parents, teachers, administrators and counselors.

10.6.3.2 Desired Outcome:
10.6.3.2.1 To obtain results information that will assist the District in establishing guidance priorities for grades 7-12.

10.6.3.3 Goal:

10.6.3.3.1 To use results information in the development and implementation of a 7-12 guidance plan.

10.6.3.4 Objectives:

10.6.3.4.1 To ensure that results information is obtained on the District guidance needs and performance at least every 2 years. (RPA)

10.6.3.4.2 To ensure that results information, from any district guidance survey, is made available to principals and counselors to assist them with guidance planning. (RPA)

10.6.3.4.3 To ensure that the results information from any district guidance survey, is made available to the Superintendent and Instruction, to assist with program development and planning. (RPA)

10.7 ASSESSMENT RELATED TO THE PSYCHOMOTOR DOMAIN TESTING PROGRAM

10.7.1 The Physical Performance Test for California (Revised)

10.7.1.1 Current Status:

The Physical Performance Test for California is given in the District each year during the period of March-May to all students in grades 5, 7 and 10, in accordance with the California Administration Code, Title 5, Education. The test consists of 7 test events to measure leg strength and power; abdominal strength and endurance; agility, balance, and coordination; upper body and arm strength and endurance; and cardio-respiratory endurance.

10.7.1.2 Desired Outcome:

10.7.1.2.1 To determine students' physical abilities.

10.7.1.2.2 To appraise pupil progress.

10.7.1.2.3 To identify physically under-developed youth.

10.7.1.3 Goal:

10.7.1.3.1 To evaluate the physical fitness element of the physical education program.

10.7.1.4 Objectives:

10.7.1.4.1 To ensure that annually, schools are provided with results information on students in grades 5, 7 and 10. (RPA)

10.7.1.4.2 To ensure that annually, results information is provided to the Superintendent and the School Board. (RPA)

APPENDIXES

320 PHILOSOPHY, GOALS AND OBJECTIVES OF THE INSTRUCTIONAL PROGRAM

320.1 Philosophy of the Instructional Program

Our educational beliefs are based upon the following:

A. The complexity of modern life demands the highest level of intellectual and social development possible for all students to become informed, responsible, productive, healthy and compassionate citizens.

B. All students shall be helped to develop individual talents and interests according to their potential capacity while emphasizing achievement in basic skills.

C. Citizenship implies not only rights but responsibilities for oneself and others and requires that students become aware of our country's heritage and obligations.

D. It is the responsibility of the school, along with the home and other constructive elements of the community, to assist in developing in the student the values, character and attitudes necessary for a meaningful life.

E. Our educational program, goals and philosophy must be systematically evaluated by educators, citizens and students in terms of progress toward stated goals and in light of changing needs.

Adopted 2-11-81

320.2 Goals & Terminal Objectives of the Instructional Program:

A. Develop skills in reading, writing, speaking and listening

1. Develop ability to communicate ideas and feelings effectively

2. Develop skills in oral and written English

B. Develop skills in mathematics and science

1. Develop ability to apply skills in real-life experiences

2. Develop a fund of information and concepts

3. Develop special interests and abilities

C. Learn how to examine and use information

1. Develop ability to examine information constructively and creatively

2. Develop ability to use scientific methods

3. Develop reasoning abilities

4. Develop skills to think and proceed logically

D. Develop pride in work and a feeling of self-worth

1. Develop a feeling of student pride in achievements and progress

2. Develop self-understanding and self-awareness

3. Develop the student's feeling of positive self-worth, security and self-assurance

E. Develop a desire for learning now and in the future

1. Develop intellectual curiosity and eagerness for lifelong learning

2. Develop a positive attitude toward learning

3. Develop a positive attitude toward continuing independent education

320.2 Goals & Terminal Objectives of the Instructional Program (con't).

F. Develop good character and self-respect

1. Develop moral responsibility and a sound ethical and moral behavior

2. Develop the student's capacity for constructive discipline in work, study and play

3. Develop a moral and ethical sense of values, goals and processes of a free society

4. Develop standards of personal character and ideas

G. Learn to respect and get along with people with whom we work and live

1. Develop appreciation and respect for the worth and dignity of individuals

2. Develop respect for individual worth and understanding of minority opinions and acceptance of majority decisions

3. Develop a cooperative attitude toward living and working with others

H. Learn how to be a good citizen

1. Develop an awareness of civic rights and responsibilitie

2. Develop attitudes for productive citizenship in a democracy

3. Develop an attitude of respect for personal and public property

4. Develop an understanding of the obligations and responsibilities of citizenship

I. Understand and practice democratic ideas and ideals

1. Develop loyalty to American democratic ideals

2. Develop patriotism and loyalty to ideas of democracy

3. Develop knowledge and appreciation of the rights and privileges in our democracy

4. Develop an understanding of our American heritage

320.2 Goals & Terminal Objectives of the Instructional Program (con't):

J. Appreciate culture and beauty in the world

1. Develop abilities for effective expression of ideas and cultural appreciation - fine arts

2. Cultivate appreciation for beauty in various forms

3. Develop creative self-expression through various media - art, music, writing, etc.

4. Develop special talents in music, art, literature and foreign languages

K. Learn about and try to understand the changes that take place in the world

1. Develop ability to adjust to the changing demands of society

2. Develop an awareness of and the ability to adjust to a changing world and its problems

3. Develop understanding of the past, identify with the present and the ability to meet the future

L. Practice and understand the ideas of health and safety

1. Establish an effective individual physical fitness program

2. Develop an understanding of good physical health and well being

3. Establish sound personal health habits and information

4. Develop a concern for public health and safety

M. Learn how to be a good manager of money, property and resources

1. Develop an understanding of economic principles and responsibilities

2. Develop ability and understanding in personal buying, selling and investment

3. Develop skills in management of natural and human resources and the environment

320.2 Goals & Terminal Objectives of the Instructional Program (con't):

N. Learn how to respect and get along with people who think, dress and act differently

1. Develop an appreciation for and an understanding of other people and other cultures

2. Develop an understanding of political, economic and social patterns of the rest of the world

3. Develop awareness of the interdependence of races, creeds, nations and cultures

4. Develop an awareness of the processes of group relationships

O. Develop skills to enter a specific field of work

1. Develop abilities and skills needed for immediate employment

2. Develop an awareness of opportunities and requirements related to a specific field of work

3. Develop an appreciation of good workmanship

P. Gain information needed to make job selections

1. Promote self-understanding and self-direction in relation to student's occupational interests

2. Develop the ability to use information and counseling services related to the selection of a job

3. Develop a knowledge of specific information about a particular vocation

Q. Understand and practice the skills of family living

1. Develop understanding and appreciation of the principles of living in the family group

2. Develop attitudes leading to acceptance of responsibility as family members

3. Develop an awareness of future family responsibilities and achievement of skills in preparing to accept them

320.2 Goals & Terminal Objectives of the Instructional Program (con't):

R. Learn how to use leisure time

1. Develop ability to use leisure time productively

2. Develop a positive attitude toward participation in a range of leisure time activities - physical, intellectual and creative

3. Develop appreciation and interests which will lead to wise and enjoyable use of leisure time

Adopted 2-11-81

ANALYSIS OF DISTRICT GOALS
AND PERFORMANCE INDICATORS

DISTRICT GOAL	ERIS PERFORMANCE INDICATOR
A. Develop skills in reading, writing, speaking and listening	
Basis Skills	
Reading	1. CTBS, 1-11 2. CAP - 3, 6, 12 3. Basic Competency - 6, 8-12 4. PSAT Verbal - 11 5. SAT Verbal - 11-12 6. CEEB/AP
Language Arts/ English	1. CTBS, 1-11 2. CAP - 3, 6, 12 3. Basic Competency-English/Language-6,8-12 3a. Writing Sample - 4, 6, 8, 9 4. TSWE 5. PSAT Verbal 6. SAT Verbal 7. CEEB/AP 8. Report on results - The California State University & Colleges English Placement Test
Speaking	No formal district assessment. Schools may develop or adopt performance indicators in line with district objectives.
Listening	No formal district assessment. Schools may develop or adopt performance indicators in line with district objectives.
B. Develop skills in mathematics and science	
Math	1. CTBS, 1-11 2. CAP - 3, 6, 12 3. Basic Competency - 6, 8-12 4. PSAT math, 10-11 5. SAT math, 11-12

	Science	1. CTBS Pilot at one elementary school,grades 4-6 Pilot at two intermediate schools,grades 7&8 Projected (grades 4-8), 1982-83
C.	Learn how to examine and use information	
	Reference Skills	1. CTBS, 4-11 2. CAP - 3, 6, 12 3. CAP - 6, 8-12
	Social Studies	1. CTBS Pilot at one elementary school,grade 4-6 Pilot at two intermediate schools,grades 7&8 Projected (grades 4-8), 1982-83
D.	Develop pride in work and a feeling of self-worth	1. SAM - grades 4-6, all schools grades 7-12,(optional -at school level) 2. Schools may develop or adopt performance indicators in line with district objectives.
E.	Develop a desire for learning now and in the future	
F.	Develop good character and self-respect Motivation for Schooling . Academic Self-Concept - Performance Based Academic Self-Concept - Reference Based Sense of Control over Performance Instructional Mastery	
G.	Learn to respect and get along with people with whom we work and live	1. Schools may develop or adopt performance indicators in line with district objectives.

H. Learn how to be a good citizen		1. Schools may develop or adopt performance indicators in line with district objectives.
I. Understand and practice democratic ideas and ideals		
	Social Studies	1. CTBS Pilot at one elementary school, grade 4-6 Pilot at two intermediate schools, grades 7&8 Projected (grades 4-8), 1982-83 2. Schools may develop or adopt performance indicators in line with district objectives.
J. Appreciate culture and beauty in the world		1. Schools may develop or adopt performance indicators in line with district objectives.
K. Learn about and try to understand the changes that take place in the world		
	Social Studies	1. CTBS Pilot at one elementary school, grade 4-6 Pilot at two intermediate schools,grades 7&8 Projected (grades 4-8), 1982-83 3. Schools may develop or adopt performance indicators in line with district objectives.
L. Practice and understand the ideas of health and safety		
	Health and Safety	1. Substance Use Survey - grades 6,7,9 &11
	Physical Fitness	1. The Physical Performance Test for California (Revised),grades 5, 7 and 10

M. Learn how to be a good manager of money, property and resources

There is no formal district assessment of these goals. Schools may develop or adopt performance indicators in line with district objectives.

N. Learn how to respect and get along with people who think, dress and act differently

O. Develop skills to enter a specific field of work

P. Gain information needed to make job selections

Q. Understand and practice the skills of family living

R. Learn how to use leisure time